



St Thomas the Apostle School Greensborough North

2021 Annual Report to the School Community



Registered School Number: 1781

Table of Contents

Contact Details2

Minimum Standards Attestation2

Governing Authority Report3

Our School Vision4

School Overview5

Principal’s Report7

Education in Faith9

Learning & Teaching11

Student Wellbeing14

Child Safe Standards18

Leadership & Management20

School Community23

Contact Details

ADDRESS	251 Diamond Creek Road Greensborough North VIC 3088
PRINCIPAL	David Delaney
GOVERNING AUTHORITY	Melbourne Archdiocese Catholic Schools Ltd
TELEPHONE	03 9434 4565
EMAIL	principal@stgreensboroughnth.catholic.edu.au
WEBSITE	www.stgreensboroughnth.catholic.edu.au
E NUMBER	E1305

Minimum Standards Attestation

I, David Delaney, attest that St Thomas the Apostle School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

31/03/2022

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Our School Vision

Guided by the Spirit, we empower a community of excellence and life-long learners, who are inspired to make a positive difference to our world.

Our Mission

We believe that:

- The true message of the Gospel should be modelled by all members of the school community and therefore become a lived reality.
- The Catholic traditions, ideals, values and attitudes should be fostered through a comprehensive Religious Education Program which includes rich experiences in Scripture and Liturgy.
- Through the use of a variety of structures and teaching strategies all children will be encouraged to reach their full potential.
- The curriculum should be challenging and relevant to the needs of individual students. It should be sequential, encourage independence and support the learning continuum of life.
- The skills and talents of all staff are recognised and valued and that through peer support and professional development opportunities, staff are assisted both personally and professionally to achieve excellence.
- Through positive relationships we create an environment where there is a sense of belonging, acceptance, respect, growth and support for each other within our community.

School Overview

- St Thomas the Apostle has an enrolment of 331 students and has had steady enrolment patterns over the past few years. Our suburb is in a green belt area and there are recreational spaces and sporting facilities for students in the area. Further developments in our school has improved the school yard and has seen the introduction of more passive play areas around the school. There is now a separate prep playground and due to fundraising, we will soon see more prep play equipment set up for the students. Technology has taken another leap and all year 5 & 6 students have their own Ipads, which are a significant part of their daily learning.
- We have 15 classes of approximately 24 in each class. The year 3 & 4, 5 & 6 classes are in a multi-age structure, the remaining classes are straight classes. These classes are located in four different buildings and each building is well set up with equipment and appropriate resources for the classes. Covered walkways connect the buildings. Our Discovery Centre has been undergoing ongoing improvements, and we now boast a Discovery Centre with an amazing amount of resources and equipped extremely well with technology. This centre is also used to hold various extra curricula activities at lunchtime.
- 2021 saw the completion of a \$3,000,000 renovation of much of the school. The Mumford and Patrick wings had total renovations and the Marion wing was partially renovated. The school installed a STEAM classroom which has multifunctional purposes.
- This Discovery Centre is used extensively as a library and a centre for interactive activities. We are working towards becoming a sustainable school and our organic garden is used by all students across the week. Students also work in the domestic kitchen which supports the Stephanie Alexander program. This kitchen is quite a big feature of our school and is always included in any major school events we hold throughout the year. Results for literacy and numeracy are derived from our own internal testing regime which occurs across every term. We have also focused on building in several special needs support programs which are to support students more at risk. This also includes providing extension programs for the students who show aptitude in literacy and numeracy. Various parenting nights and professional learning opportunities are offered to families throughout the year.
- School Wide Positive Behaviour is well-developed across the school and recently the school has purchased buddy seats to give children opportunities to meet new friends on the yard. Peer mediation is also present on the yard and the student leadership team take extra responsibilities to support younger students who may be having difficulty in finding friends or dealing with conflict. School rules and class rules all link to our whole school vision, as well as our various supportive programs, which focus on building emotional stamina in our students.
- As a school we are very aware that we work in close partnership with families. Parents are invited into many aspects of school life, and we are blessed with very successful parents associations supporting the school in a variety of ways. We know that parents are keen to be active members of our school and opportunities are provided for families to participate in the many and varied school activities throughout the year.
- Our School Improvement Plan drives our work annually and is developed after reflecting on all school data. The learning and teaching component of our Annual Action Plan has many aspects to consider. Primarily it is about ongoing improvement in key areas of learning and teaching. Professional development for staff is also driven from the annual action plan as staff

need to keep abreast of contemporary teaching styles and current thinking about best teaching practice.

- St Thomas ensures that our support for students in well-being is at the forefront of our work. We appreciate that social and emotional support will enrich all aspects of the learning and that children need to feel safe and experience a trusting relationship with their teacher. Our staff are very capable in focusing on ensuring the well-being of students and are quick to address any matters that impact on learning. We have a very successful orientation program which gives new families a clear understanding of how children are guided and supported in their early transitional period starting school.
- We have large play areas including a full size basketball stadium that is closely linked with St Thomas Basketball Club.
- St Thomas is about supporting the student, spiritually, intellectually, emotionally and socially. The strategies we use are linked into our vision which focusses clearly on Gospel Values.

Principal's Report

2021 was another challenging year for St Thomas the Apostle as we welcomed our new preps into the school, and we embarked on new initiatives including, engagement in the Maths Improvement Project, extending Bush School into the Year 1 and 2 specialist program, relocation of the Prep classes and playground to the newly renovated Mumford Wing the completion of an extensive refurbishment project throughout the year.

COVID-19 struck again, and as in 2020, and again we totally adapted our teaching to the situation and provide an effective remote learning platform on these occasions. Full credit to the staff for making the changes needed to continue to pivot and providing first-class support for all students through their facilitation of this program. The children, overall coped well and the teachers were able to interact with their class regularly using Google Meets, ensuring they kept in contact with all of their students and supported them in their learning.

The school undertook a review last year and started implementing the four recommendations in 2021. The school is compliant with the VRQA requirements. The main reviewer wrote a report and made some recommendations for the next four - year period. These recommendations were then changed into our School Improvement Plan and then drilled down to our Annual Action Plan.

The school continued with a project jointly run by Melbourne University and the Melbourne Archdiocese of Catholic Schools ((MACS) on a practice called "Teaching Sprints". This was a method of retraining staff on how to deliver a specific program. We enrolled all our teams and focussed on Maths. It was a highly successful program, and we saw instant positive results. We will roll this program out to the other levels in 2021.

The school continued its work with the Eastern Region School Improvement Collaborative and benefited from its continued work with Dr Lyn Sharratt and Dr Simon Breakspear on implementing strategies for school improvement and planning for future action using the Agile Leadership model. It is now evident that Learning Intentions and Success Criteria are embedded into daily teaching routines. Additionally, the staff explored the High Impact Teaching Strategies (HITS) and were provided with professional learning regarding these 10 strategies that are internationally recognised as some of the most reliable teaching strategies for delivering learning outcomes. Following extensive exploration of these strategies, staff identified those which they consider they do well, and those that they need to improve. Further professional learning will be provided in 2022 to build our collective pool of knowledge, so that teachers can add to their understanding of the HITS they are already using, and suggest new ways to use them in the classroom.

A whole system improvement was implemented with a change in governance from the Parish Priest to Melbourne Archdiocese Catholic Schools (MACS). Parish Priests are no longer the head of the school, schools are now centrally governed by MACS. Following this the Parish Education Board was renamed the School Advisory Council whose role is to advise the Principal on matters pertaining to the operation of the school.

The School Community Association (SCA) continued to organise some great activities and raise funds for the benefit of the children which will assist in funding the purchase of new adventure playground equipment in the near future. The school were also very pleased with the donations they received from the SCA of new sports equipment such as new soccer goals that will be used for sports classes in 2022.

In 2020, the school refurbishment program started in the Mumford wing with a full refurbishment of this building being complete ready for the 2021 school year. Stage 2 of this program involved the Patrick and Marian Wings which were completed in September 2021. These buildings now

provide a bright and vibrant learning space for all of our students with fully renovated classroom and bathroom facilities. Staff and students can now reap the benefits of this great project into the future.

Education in Faith

Goals & Intended Outcomes

To continue to develop educators' efficacy to maximise learning.

- That powerful teaching will lead to improved student learning outcomes

To develop leadership capacity through research-based practices to ensure that every learner is engaged, challenged and learning successfully.

- That instructional leadership is modelled and embedded in daily practice.

To further develop and maintain a strong learning culture that is safe, respectful, tolerant, inclusive and promotes intellectual rigour.

- That all stakeholders will impact positively on educational excellence

Achievements

Throughout 2021, and despite lock-downs due to COVID-19, we continued to work towards achieving our goals. During remote learning, staff continued to deliver rich learning experiences, using the Pedagogy of Encounter to facilitate the learning process. School staff participated in professional learning on planning and delivering authentic units of work connected with their integrated inquiry learning, covering concepts such as sustainability, identity, belonging, care, compassion and solidarity. When planning, a particular focus was placed on providing opportunities for students to engage with others and explore other's opinions on a given provocation.

Students engaged in many social justice initiatives throughout the year of interrupted learning. Our mission of Christian service continued to drive our strong involvement in a wide range of social justice initiatives including Caritas Australia's Project Compassion, the St Vincent de Paul Winter Appeal and the St Vincent De Paul Christmas Appeal. These actions supported students' awareness of their responsibilities in the local community, and linked with the Religious Education Curriculum as lived actions within the Principles of Catholic Social Teaching. Opportunities for daily prayer continued to be offered during both online and on-site learning with liturgies being recorded and shared digitally, as well as being offered in a smaller group setting with individual classes or year level groups attending various celebrations throughout the year.

We were happy to be able to celebrate the Sacraments of Eucharist, Confirmation and Reconciliation. The Sacrament of Confirmation was celebrated at our parish Church instead of St Patrick's Cathedral as a result of a survey of our community. It was wonderful that the restrictions eased enough to be able to celebrate as a community with all 100 students receiving the sacrament. This will be our model moving forward.

Staff also engaged in a process of faith formation integrated across the three schools in the RE collective, in order to build the capacity, knowledge and confidence of our staff so that they effectively teach through a Pedagogy of Encounter. Teachers were provided with many professional learning opportunities to further enhance their understanding of authentic planning,

moderation and assessment. We also collected baseline data using the Pedagogy Reflection tool with both teachers and students.

MAC-SIS data from both staff and students indicates a significant improvement in Catholic Identity between 2019 and 2021 with staff up by 13% and much closer to MACS average, student perception up by 8% and also much closer to MACS average. This demonstrates the increased profile of Religious Education across our school and is a testament to the work of the staff and students in this space.

VALUE ADDED

- REL supported teachers in planning and delivery of Religious Education Curriculum through the Pedagogy of Encounter.
- Maintained Social Justice initiatives - Project Compassion, St Vincent De Paul.
- Increasing parent and student involvement at school masses and liturgies
- Ongoing Faith Development Team Meetings
- Commitment to RE Collective with St Mary's and Sacred Heart Schools
- Strong student participation in all Sacraments - Confirmation, Reconciliation and First Eucharist.
- Intellectual rigour supported by strong professional learning opportunities

Learning & Teaching

Goals & Intended Outcomes

To continue to develop educators' efficacy to maximise learning.

- That powerful teaching will lead to improved student learning outcomes

To develop leadership capacity through research-based practices to ensure that every learner is engaged, challenged and learning successfully.

- That instructional leadership is modelled and embedded in daily practice.

To further develop and maintain a strong learning culture that is safe, respectful, tolerant, inclusive and promotes intellectual rigour.

- That all stakeholders will impact positively on educational excellence

Achievements

Despite the many challenges associated with the remote learning program, St Thomas' staff continued to work towards creating a rigorous and contemporary learning environment for our students. The High Impact Teaching Strategies (HITS) were a focus in our planning and teaching. The HITS are 10 instructional and research-informed practices that reliably increase student learning. In addition, our strategic professional learning schedule was adapted to provide support to staff in delivering the online curriculum and targeting student needs during remote learning. The curriculum leaders conducted twice-weekly professional learning meetings to continue developing staff capacity.

Our staff are to be congratulated on the way they delivered an exceptional on-site and remote learning program for our students in 2021. Literacy continued to be a priority, with a strong focus on explicit teaching across Prep to Year 6. Teachers were up-skilled in the explicit teaching of reading, which was pivotal when engaging in small group sessions during on-site and remote learning. Classroom teachers from Prep to Year 4 introduced the SMART Spelling approach with their students, while the Year 5-6 students developed their spelling knowledge of patterns, syllable types, word knowledge and morphology/etymology.

In Mathematics, our primary focus was on developing teacher capacity in the Number and Algebra content area of the curriculum. Our staff engaged in regular professional learning sessions in their respective teams to develop their skills. We commenced working within a network of MACS Mathematics consultants in the Mathematics Improvement Project which involved the Numeracy Leader developing a Mathematics Improvement Plan in consultation with staff and then implementing Teaching Sprints to make improvements to teaching Numeracy across content areas.

We continued to implement and refine a rigorous assessment schedule throughout the year. Online ACER Testing remained a cornerstone of our assessment schedule and was supported by additional assessment tasks, including Fountas and Pinnell Reading Assessment and other pre- and post-testing to inform teaching.

We continued to invest in new ways to engage our learners through the use of technology. The eLearning leader played a critical role in providing professional learning and support to ensure that we incorporated digital technologies across all areas of the curriculum. Our Prep - Year 2 and Year 5 - 6 students have iPads to support their learning in digital technologies, and we have maintained a 1:1 Chromebook program in Years 3 - 4. The use of additional resources, such as 'Spheros' and 'Lego Mindstorms - programmable robots', was a highlight of STEM this year supporting the implementation of digital technologies across the classrooms. The school's significant investment in digital technologies over the preceding years allowed students to work efficiently throughout our remote learning program and take part in live, online lessons. During periods of remote learning, the school loaned Chromebooks and iPads out to families to ensure all students were given the opportunity to participate. Staff regularly met with parents and students, via Google, to discuss the remote learning program, set goals, answer questions and support their learning needs.

STUDENT LEARNING OUTCOMES

NAPLAN was undertaken in 2021 after a hiatus in 2020. Again, St Thomas' students in both Years 3 and 5 completed this testing on-line with 100% participation. Appropriate adjustments were made for students who qualified, and the results indicated on the following table and graph demonstrates a slight drop in the percentage of students meeting the national minimum standards in Year 3 Spelling, Year 5 Grammar and Punctuation and Year 5 Writing. All other results in across the five domains continue to illustrate the hard work and determination of our teachers and students in maintaining consistency of learning despite ongoing interruptions due to COVID-19.

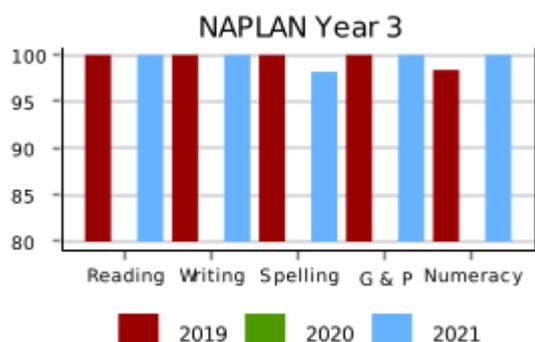
Following extensive analysis of NAPLAN results, it was pleasing to see the amount of growth between Years 3 and 5 across all domains which is a testament to good teaching even with periods of remote learning. This data has provided us with useful information regarding teacher professional learning opportunities for 2022 and beyond.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	100.0	-
YR 03 Numeracy	98.4	-	-	100.0	-
YR 03 Reading	100.0	-	-	100.0	-
YR 03 Spelling	100.0	-	-	98.2	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	100.0	-	-	96.8	-
YR 05 Numeracy	100.0	-	-	100.0	-
YR 05 Reading	100.0	-	-	100.0	-
YR 05 Spelling	100.0	-	-	100.0	-
YR 05 Writing	100.0	-	-	96.8	-

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

To develop leadership capacity through research-based practices to ensure that every learner is engaged, challenged and learning successfully.

- That instructional leadership is modelled and embedded in daily practice.

To further develop and maintain a strong learning culture that is safe, respectful, tolerant, inclusive and promotes intellectual rigour.

- That all stakeholders will impact positively on educational excellence

Achievements

At St. Thomas the Apostle School, we focus on building positive relationships built upon respect with a strong focus on well-being. The students' passions, skills and interests are acknowledged and fostered. Our staff are highly committed to the education of the whole person - they are dedicated, motivated and caring. Social and Emotional skills are explicitly taught in each classroom using the 'You Can Do It' program. This specific program has served our students well over the last few years along with our School Wide Positive Behaviour Program. Next year the 'You Can Do It' program will be replaced as we have been accepted into the 'Resilience Project'.

Our students and staff continue to benefit from having two provisionally registered psychologists on site two days per week along with a Student Counsellor who conducts both self-esteem and social skills programs for 'at risk' students. Learning Support Officers also provide constant care for students in a variety of capacities both inside and outside the classroom. A 'social skills' program centred around resilience is also delivered in grades two, three and four via one of our Learning Support Officers. Our weekly school newsletter often contains tips and articles written by professionals to inform and support parents, along with internet articles providing information on successful remote learning experiences and supporting family life during these unusual times.

VALUE ADDED

- Promotion of 'student voice' through: Student Leadership Team, Student Representative Council, Fire Carriers and Mini Vinnies
- Circle Time each 'Mindful Monday' to strengthen positive relationships between teachers and students and students and their peers
- Year 5/6 Prep Buddies sessions each fortnight
- Parent Information Evenings
- Assemblies to celebrate and showcase learning
- Provisional psychologists on site twice per week
- Colour Fun Run
- Tennis program

- Inter-school Sports Program
- Swimming carnival
- Lunchtime clubs

STUDENT SATISFACTION

The MACSIS student data for 2021 indicates that our students are attentive and invested in our school. Our raw score is higher than the average score across all Catholic schools in Melbourne in student engagement. Our students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance. These rigorous expectations are again above the MACS average and demonstrate nearly 10% growth on the previous data collection survey.

Student perceptions of the social and learning climate of the school have significantly increased by nearly 20% since 2019 which demonstrates the results of the efforts of the school to improve rigorous expectations. Teacher-student relationships demonstrate the strength of the social connection between teachers and students, within and beyond the school. Again, comparative analysis indicates a greater than 10% gain since 2019.

While the data reflects a greater than 10% improvement in student perceptions of student physical and psychological safety while at school, we will continue to work rigorously to build on these gains.

STUDENT ATTENDANCE

WHOLE-SCHOOL STRATEGIES TO PROMOTE ATTENDANCE

Whole-school strategies and clear understandings of processes are important for promoting attendance. Principals and all school staff play an important role in developing and reinforcing clear understandings of the shared expectations for attendance amongst schools, students and parents. Principals are responsible for communicating these expectations to parents and students when they enrol at the school, and for regularly communicating with all parents about attendance issues. Schools can promote and maintain high levels of student attendance and participation through developing whole school strategies. A clear whole-school strategy should:

Articulate high expectations to all members of the school community by:

- Regularly communicating with parents about expectations for attendance
- Promoting awareness that absence results in quantifiable lost learning time and opportunities

- Modelling punctuality across the whole school.

Create safe, supportive learning environments where all students experience success through active participation and engagement in purposeful learning by:

- Developing collaborative and empowering relationships between teachers, students and parents
- Implementing effective and supportive transition programs, including student transitions between different learning areas and levels within the school, and pathways and careers support programs
- Developing class and home group structures and environments that enable opportunities for increased connectedness to individual teachers and peers encouraging parents to get involved in the life of the school
- Immediately following-up any problems identified by students and parents transparently. Adopt consistent, rigorous procedures to monitor and record student absence by:
 1. *Immediately following-up individual student absences*
 2. *Correctly using student attendance data management systems Compass*
 3. *Compass sends a notification to parents if a reason for non-attendance hasn't been communicated.*
 4. *We require a doctor's certificate if the child is away through illness for more than three consecutive days.*
 5. *Delegating responsibilities to all staff, with a key member of staff leading attendance improvement initiatives.*

Implement data-driven attendance improvement strategies, for example:

- Monitoring and analysing school attendance records regularly and using tools for early identification of students at risk of poor attendance (such as the Student Mapping Tool)
- Regularly discussing student attendance records in staff meetings and in the staff performance and development review process.
- Attendance Normally: The Roll is marked twice a day on Compass and reasons for absence or lateness is recorded. During COVID lock down: Attendance was marked in the morning when the class met for their Google Meets.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	96.7%
Y02	96.6%
Y03	96.1%
Y04	95.8%
Y05	96.0%
Y06	95.8%
Overall average attendance	96.2%

Child Safe Standards

Goals & Intended Outcomes

Over the past 12 months St Thomas the Apostle has furthered its commitment to providing a safe environment for all students by actively implementing a program of child safety across its school community.

Achievements

St Thomas the Apostle has developed a comprehensive suite of policy & procedural documents to support the ongoing management of child safety. These have all been developed with a Child Safety Focus and include, but are not limited to:

- A Child Safety Policy
- A School Professional & School Community Code of Conduct
- Visitor & Volunteer Procedure
- Working with Children Check Procedure
- Excursion & Camp Planner
- Contractor Management Procedure
- Photography & Videoing Procedure
- Training and awareness raising strategies
- All St Thomas the Apostle staff members have been included in the development and implementation of all aspects of the school's Child Safety Strategy.
- To further enhance staff involvement & participation in the school's Child Safety initiatives a comprehensive training session was conducted at the commencement of 2017. This session was facilitated by an external consultant and focused on:
 - Child Safety Standards Legislative Requirements
 - Developing a culture of zero tolerance to child abuse across all aspects of the school's activities
 - School expectations for the implementation and ongoing management of Child Safety Standards
 - Roles and responsibilities for the implementation and ongoing management of Child Safety Standards
 - Risk Management Strategies
 - Responding to and reporting disclosures and suspected events of child abuse.
- St Thomas the Apostle staff have also demonstrated a commitment to participating in ongoing Child Safety training initiatives.

Consultation with the community

St Thomas the Apostle has actively engaged the school community in all aspects of Child Safety. Briefing sessions have been held with members of the school community to further disseminate requirements of Child Safety Standards, the school's Code of Conduct and its expectations of those who intend to participate in 'Child Connected Work'.

The school's Child Safety Strategy is communicated to new members of the school community at enrolment, with ongoing briefings facilitated via the school newsletter and website.

A review of all Child Safety Standard documents will take place later this year in consultation with the school board to ensure that they remain relevant.

New Human Resources practices

St Thomas the Apostle has adopted Human Administrative & Human Resource practices to ensure its recruitment & performance management processes not only identify the most suitable candidates to undertake 'Child Connected Work', but fosters continual improvement in child safety practices.

To achieve this the school ensures that the following Human Resource processes have a child safety focus:

- Position advertisements
- Position descriptions
- Referee Checks
- Key Performance Indicators have a Child Safety focus
- Victorian Institute of Teaching Registration (VIT)
- Working With Children Checks & National Criminal Record Checks
- Screening of Casual Relief Teachers, Contractors and Volunteers.

The embedding of policies and commitments into every day practice Training of teachers, non-teaching staff and volunteers

Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'

Student participation and empowerment strategies Strategies addressing the principle of inclusion Child safety Team/Committee structures

St Thomas the Apostle maintains detailed records to support the screening and ongoing supervision of any individual required to undertake 'Child Connected Work'.

The school's Child Safety Strategy is communicated to new members of the school community at enrolment, with ongoing briefings facilitated via the school newsletter and website.

Leadership & Management

Goals & Intended Outcomes

To develop leadership capacity through research-based practices to ensure that every learner is engaged, challenged and learning successfully.

- That instructional leadership is modelled and embedded in daily practice.

Achievements

The leadership team meeting weekly ensured ongoing continuity for the school. The support given to the leadership team through professional coaching proved a helpful tool in personal development and a chance to reflect on restructuring of leadership team for the next year.

Two members of the Leadership Team are undertaking further studies to increase their knowledge.

A large screen in the staffroom has helped staff make daily connections to school activities. Also, conscious efforts were made to include aspects of leadership discussion into staff meeting to ensure everyone had access to important information.

The school undertook a last year and most of this was done remotely. Following the review the school has developed key goals and actions for the next four years. The main goals are:

- To continue to develop educators' efficacy to maximise learning.
- To develop leadership capacity through research-based practices to ensure that every learner is engaged, challenged and learning successfully.
- To further develop and maintain a strong learning culture that is safe, respectful, tolerant, inclusive and promotes intellectual rigour.

The intended outcomes are:

- That powerful teaching will lead to improved student learning outcomes
- That instructional leadership is modelled and embedded in daily practice.
- That all stakeholders will impact positively on educational excellence

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

The school continued its professional learning with the Learning Collaborative work on the 14 Parameters with Dr Lyn Sharratt and the Agile Leadership with Dr Simon Breakspear.

Further teacher professional learning was undertaken in Numeracy enlisting the assistance of Michael Ymer who began working with teaching teams in their planning for learning in mathematics. This work will be continued in 2022 when Michael will model of lessons and conduct professional learning sessions with the staff.

A number of Learning Support Officers were trained in the SMART Spelling approach to teaching spelling.

Further professional learning was also provided through the following -

1. Exploring Maths Pedagogies
2. Mentor Training
3. Introduction to The Resilience Project
4. Transition back to onsite learning - supporting the wellbeing of staff and students
5. Using Google to support remote learning
6. SMART Spelling
7. Dynamiq online Warden Training
8. OHS online training — Infectious Disease Control
9. Mental Health and Wellbeing Course
10. Pedagogy of Encounter and RE moderation

Number of teachers who participated in PL in 2021	32
Average expenditure per teacher for PL	\$75

TEACHER SATISFACTION

Overall the MACSIS 2021 staff survey results indicate that overall satisfaction in all indicators has increased significantly on the previous results. This reflects the effort, support and focus the leadership team have placed on school improvement since the last survey in 2019 across all 14 domains - student safety, school climate, staff-leadership relationships, instructional leadership, feedback, school leadership, staff safety, psychological safety, professional learning, collaboration, support for teams, collective efficacy and Catholic identity.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	89.5%
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ALL STAFF RETENTION RATE

Staff Retention Rate	80.0%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	13.6%
Graduate	27.3%
Graduate Certificate	9.1%
Bachelor Degree	63.6%
Advanced Diploma	54.5%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	32.0
Teaching Staff (FTE)	23.6
Non-Teaching Staff (Headcount)	16.0
Non-Teaching Staff (FTE)	12.7
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

To further develop and maintain a strong learning culture that is safe, respectful, tolerant, inclusive and promotes intellectual rigour.

- That all stakeholders will impact positively on educational excellence

Achievements

Due to COVID restrictions, parental contact in the school was handled remotely for a large part of the year and the usual functions were not able to be held except the Mother's Day Breakfast and Teddy Bears Picnic. We were also pleased to be able to complete the year positively with our Year 5 & 6 students receiving their Sacrament of Confirmation with their families in attendance. The Year 6 graduation was also able to go ahead with the community engaged in this special celebration.

Compass which enables us to correspond with parents solely through technology. This makes it easier for parents to work with administration.

Parent Input is invited by asking families to join a range of committees such as the Parish Education Board, Parish Pastoral Council, and School Community Association.

The School Community Association very successfully raises money and promotes community engagement through the organisation of activities such as the Colour Run, Mother's Day Stall, and student discos. The school engages with this active team to ensure ease and convenience for a very busy committee.

PARENT SATISFACTION

2021 saw an increase in parent engagement of 40% on the 2019 figures which was a very positive result. Parent perception of student safety at St Thomas' also increased by 15% on the previous results. The MAC-SIS results indicate that communication and Catholic Identity are areas of priority for future development.

Unfortunately only a very small number of families completed the survey which makes further analysis quite difficult. Further encouragement will be provided in 2022 to increase engagement in this important data collecting process.